

1-1-1970

# Compilation and critical analysis of commercial materials stressing listening as related to comprehension on the basis of recent research

Janet T. Delap

Follow this and additional works at: <https://digitalcommons.stritch.edu/etd>



Part of the [Education Commons](#)

---

## Recommended Citation

Delap, Janet T., "Compilation and critical analysis of commercial materials stressing listening as related to comprehension on the basis of recent research" (1970). *Master's Theses, Capstones, and Projects*. 922.

<https://digitalcommons.stritch.edu/etd/922>

This Research Paper is brought to you for free and open access by Stritch Shares. It has been accepted for inclusion in Master's Theses, Capstones, and Projects by an authorized administrator of Stritch Shares. For more information, please contact [smbagley@stritch.edu](mailto:smbagley@stritch.edu).

**A COMPILATION AND CRITICAL ANALYSIS OF COMMERCIAL MATERIALS  
STRESSING LISTENING AS RELATED TO COMPREHENSION ON THE  
BASIS OF RECENT RESEARCH**

**by  
Janet T. Delap**

**A RESEARCH PAPER  
SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN EDUCATION ( READING SPECIALIST )  
AT CARDINAL STRITCH COLLEGE**

**Milwaukee, Wisconsin**

**1970**

This research paper has been  
approved for the Graduate Committee  
of Cardinal Stritch College by

Sister M. Juliette R.S.  
(Adviser)

Date May 9, 1970

### **ACKNOWLEDGMENTS**

**The writer wishes to express her sincere gratitude To Sister M. Julitta, the adviser of this paper, for her help and guidance, and to all members of the Graduate Division faculty of Cardinal Stritch College.**



## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS .....	iii
LIST OF TABLES .....	v
CHAPTER	
I. INTRODUCTION .....	1
Statement of the Problem	
Source of Data	
Procedure	
II. REVIEW OF THE LITERATURE .....	3
Importance of Modality	
Other Factors to Consider	
Summary	
III. EVALUATION OF MATERIAL .....	15
Co-Basal Material	
Supplemental Material	
Remedial Material	
Enrichment Material	
Literary Material	
Summary	
IV. SUMMARY AND CONCLUSIONS .....	42
Procedure	
Findings of the Study	
Conclusions and Implications	
BIBLIOGRAPHY .....	45
APPENDIX .....	51

**LIST OF TABLES**

<b>Table</b>		<b>Page</b>
<b>1.</b>	<b>Characteristics of Co-Basal Multisensory Reading Materials .....</b>	<b>17</b>
<b>2.</b>	<b>Characteristics of Supplemental Multisensory Reading Materials .....</b>	<b>20</b>
<b>3.</b>	<b>Characteristics of Remedial Multisensory Reading Materials .....</b>	<b>27</b>
<b>4.</b>	<b>Characteristics of Enrichment Multisensory Reading Materials .....</b>	<b>29</b>
<b>5.</b>	<b>Characteristics of Literary Multisensory Reading Materials .....</b>	<b>35</b>

## CHAPTER I

### INTRODUCTION

Is listening important in the area of reading? Would the development of one skill facilitate dexterity in the other? An initial examination would indicate this to be true. Both are receptive communicative skills of high social utility. Both involve the same basic perceptual and mental processes. The end product of each is the reception of ideas from others and it would seem that the obtaining of ideas and information through listening is the foundation stone of visual reading. But would dexterity in one necessarily help create dexterity in the other? Is it reasonable to think that the two processes are based on common skills and therefore casual in disposition?

#### Statement of the Problem

Do the commercial materials presently available for grades two through four reflect the findings resulting from a critical analysis of the professional literature on listening as related to reading? Specific inquiries to aid in answering this question are: (1) What current research has been done in this area in the past ten year period? (2) What is the present state of knowledge governing the

interrelationships between reading and listening? (3) Are materials available from commercial companies which provide for the development of both of these skills?

### Source of Data

Two major sources of data were used in this study: (1) a review of the professional literature during the last decade; (2) a compilation of commercial materials as obtained from publishers and through a screening of materials advertised in professional and general publications. This naturally limits the scope of the study, but should serve to secure a fairly good sampling of materials to develop listening.

### Procedure

In making this critical survey and evaluation of materials the following four steps were followed:

1. A review of literature of the last decade in an effort to determine the status-quo of listening and reading comprehension.
2. The drawing of conclusions from this reading.
3. A collection of materials from publishers.
4. Compilation of criteria and evaluation of materials.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Nature of Comprehension

In examining the current literature and materials relevant to reading and listening comprehension, the importance of comprehension itself becomes evident, for this relationship serves as a basis for the reading materials published and used today. Henderson says:

Before turning at last to the topic question, it is necessary to mention the vigorous research activity by all groups--behaviorist, new-behaviorist and cognitivist--that has addressed itself to critical thinking, problem solving, discovery learning, and the like during the past decade.<sup>1</sup>

He goes on to define a curriculum derived from the stimulus-response theory of learning which affects a certain kind of reading behavior positively:

Further, it is evident that this approach has lent itself to the mass production of teaching materials--machines, kits, self-servicing devices of all sorts--which have met the demands of an educational system faced with a population explosion and an egalitarian revolution.<sup>2</sup>

---

<sup>1</sup>Edmund H. Henderson, "Do We Apply What We Know About Comprehension," Current Issues in Reading, ed. Nils Santen Smith, International Reading Association Conference Proceedings, Vol. XIII (Newark: International Reading Association, Inc. 1969), p. 94.

<sup>2</sup>Ibid., p. 94.

It is suggested by Helen Wardeberg that we do not yet have working models of the comprehension process and need models based on learning theory and other rationale as well.

Perhaps...comprehension is not limited to nor is it even specific to reading. Comprehension may develop as the mind develops whether via listening, reading, or any other communication media.<sup>1</sup>

Among those doing research in developing such a theory is Jack Holmes. Through a statistical analysis of reading skills he developed a theory which contends that reading is an audio-visual verbal-processing of skills sustained by substrata factors. His analysis shows much over-lapping of abilities thus stressing the importance and dependence of one factor upon another in reading.<sup>2</sup>

In assessing neglected areas of reading research, Clymer includes the following point:

Emphasis upon the aspect of decoding with a corresponding neglect of research in comprehension, Piaget and Guilford receive little attention, for example, in contrast to phonological research in word recognition. In the long run the psychology of thinking and the contribution of linguistics to our understanding of comprehension may be more important than what we are learning about decoding.<sup>3</sup>

---

<sup>1</sup>Helen L. Wardeberg, "Con-Challenger", Current Issues in Reading p. 166

<sup>2</sup>Jack A. Holmes "The Substrata-Factor Theory of Reading; Some Experimental Evidence," New Frontiers in Reading, ed. Allen J. Figurel, International Reading Association Conference Proceedings, Vol. 5, (New York: Scholastic Magazines, 1960), p.p. 115-121.

<sup>3</sup>Theodore Clymer, "How Good is Research in Reading," Current Issues in Reading, p. 4.

Root stresses the importance of all modalities in reading comprehension. He suggests that the skills of reading comprehension are dependent upon all the language arts and that we must provide time for listening, speaking, writing and reading instruction.<sup>1</sup>

### Importance of Modality

What type of modality is the most important in the process of reading? Is one more effective than another for learning or would the simultaneous use of two or more modalities be more effective? Balmuth examines this problem, particularly the auditory and visual modes. In tracing the literature from 1894 through the present time she concludes:

On the whole, examination of comparisons of single modalities among children indicates that the evidence leans somewhat in the direction of the greater effectiveness of the visual modality, although consensus has by no means been reached.<sup>2</sup>

Tinker agrees with her as to the importance of the auditory and visual modality but stresses the equal importance of both.

It is practically impossible to find any aspect of reading where either visual, auditory, or both kinds of perception are not involved to some degree. In other words, both are all important for the child learning to read and also for the adult in his reading. The

---

<sup>1</sup>Shelton L. Root, "Mobilizing All the Language Arts," Forging Ahead in Reading, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. 12, Part 1 (Newark: International Reading Association, Inc. 1968), p. 109.

<sup>2</sup>Miriam Balmuth, "Visual and Auditory Modalities: How Important Are They," Current Issues, p. 169.

large number of research studies published each year on visual and auditory perception in reading emphasizes the role of both vision and hearing. Also, an examination of the exhibits of reading materials at conventions will quickly show the importance of vision and hearing in the teaching of reading.<sup>1</sup>

The nature of auditory and visual discrimination has been studied by Smith and Dechant. They feel that auditory and visual discrimination are closely related to initial success in learning to read and suggest that perceptual development appears a determinant of both skills. They further state:

Listening and reading involve the same mental process. Both call for the reception of ideas from others; both are basic means of communication. Reading demands sight and comprehension; listening calls for hearing and comprehension. Essentially the spoken and the written word should result in the same meaning.<sup>2</sup>

Durrell has found that by designing language comprehension tests which are the same for listening and by providing equated forms of the tests, it is possible to make direct raw score comparisons and to compute reading-listening ratios. Listening comprehension is superior to reading comprehension until sixth grade, when reading comprehension becomes superior to that of listening.<sup>3</sup> He is in agreement with Tinker and McCullough who suggest that

---

<sup>1</sup>Miles Tinker, *Pro-Challenger*, *Ibid*, p. 178.

<sup>2</sup>Henry P. Smith, and Emerald V. Dechant, *Psychology in Teaching Reading* (Englewood Cliffs: Prentice-Hall, 1961), P. 102.

<sup>3</sup>Donald D. Durrell, "Listening Comprehension Versus Reading Comprehension," *Journal of Reading*, Volume 12, (March, 1969), pp. 455-460.



listening comprehension tends to be superior to reading comprehension while children are mastering the mechanics of reading, but the sequence may be reversed as greater proficiency and maturity are reached.<sup>1</sup>

Many studies such as the one by Dolan, conclude that the relationship between listening and reading is important. She conducted a three-year experiment in teaching reading with a basal system to a control group of 407 fourth grade children, and a modified linguistic system to an experimental group of 403 children. Three testing instruments were used: Lorge-Thorndike Non-Verbal Intelligence Test, Bond Clymer and Hoyt Silent Reading Diagnostic Tests, and the Gates Reading Survey. The conclusions were that boys and girls of the experimental group ranked higher in word recognition in isolation, in the use of context clues, in orientation abilities, and in greater word analysis skills and phonetic knowledge, than did the boys and girls of the control group.<sup>2</sup>

Fawcett studied the effectiveness of teaching listening skills to fourth, fifth, and sixth-grade students and at the same time investigated the relationship of such selected variables as reading, English, arithmetic, pupil

---

<sup>1</sup>Miles A. Tinker and Constance M. McDullough, Teaching Elementary Reading (2nd ed.; New York: Appleton-Century-Crofts, Inc., 1961), p. 170.

<sup>2</sup>Sister Mary Edward Dolan, "Effects of a Modified Linguistic Word Recognition Program on Fourth Grade Achievement in Reading," Reading Research Quarterly, Vol. 1, No. 4, (Summer, 1966), pp. 37-67.

grades and mental ability to listening ability. This research encompassed a fourteen-week period following initial testing. It was found that direct instruction in listening significantly influenced the results of the post-test. It was also noted that listening ability was significantly related to other areas of the school, especially reading with the highest correlation between reading and listening.<sup>1</sup>

A study was conducted by Lundsteen which involved twelve fifth and sixth grade classes randomly assigned to experimental and control groups. The purposes were to determine if children could be taught to listen critically and if the results of this teaching could be measured objectively. The experimental group received listening lessons extending over a period of nine weeks and the control group received the usual English curriculum. The end results were that (1) lessons were effective in improving listening abilities; (2) girls appeared to be better listeners than boys; and (3) critical listening scores of the sixth grade pupils surpassed significantly those of the fifth grade pupils. Two main implications of this study were the time needed for a more scientific and developmental approach to the teaching of critical listening, and the long-range

---

<sup>1</sup>Annabel E. Fawcett, "Training in Listening," Elementary English, XXXI, No. 5, (May, 1964), pp. 473-476.

planning needed for extending instruction in listening through the elementary levels.<sup>1</sup>

The concept that bimodal presentation and listening might facilitate information transfer and retention motivated a study by Orr among educable mentally retarded children. This research was part of a project by The American Institutes For Research. Subjects having recorded IQ's between 54 and 86, and a reading grade level of at least 2.0 with no major auditory or visual defects or known degenerative neurological diseases were randomly assigned to various treatment groups. The four groups consisted of: (1) a machine-audiovisual group which received a taped presentation and reading material; (2) a similar group which did not receive reading material; (3) a group receiving bimodal presentations with the audio portion supplied by the teacher reading; and (4) a control group.<sup>2</sup> He concluded:

Indeed, the persistent tendency for the means to favor the bimodal presentation groups, not only in the phase of the experimentation reported here, but in the instructional phases of this experiment not reported here, suggests strongly the need for further research with a less specialized and more generalizable population to determine the potential value of bimodal presentation for educational communication.<sup>3</sup>

---

<sup>1</sup>Sara W. Lundsteen, "Teaching and Testing Critical Listening in the Fifth and Sixth Grades", Elementary English, XXXI, No. 7, (November, 1964), pp. 743-747.

<sup>2</sup>David B. Orr, "Retention in Educable Mentally Retarded Children of Material Presented by Simultaneous Reading and Listening", Forging Ahead in Reading, pp. 447-452.

<sup>3</sup>Ibid., p. 452

### Other Factors to Consider

Although many studies conclude that listening and reading are important and a bimodal presentation would greatly facilitate the process of reading, there are current studies reflecting less enthusiasm and, in some cases, doubt as to the desirability of this concept. One such doubt was expressed by Devine in discussing the relationship of listening and reading:

It has long seemed apparent for many investigators that a relationship exists between listening and reading. These behaviors are related as each is concerned with the decoding half of the communication process and seem to be a complex of related skill components... However, recent studies did not completely support the assumption that listening and reading are related... correlations suggested that the tests may be measuring something else than, or in addition to, listening ability.<sup>1</sup>

An experiment to see if instruction in specific listening techniques would affect the development of reading skills and critical thinking was reported by Reddin. The three hundred eighty-one intermediate grade children were divided into experimental and control groups, the former receiving eighteen lessons in listening. The gains noted on the post-test indicated that instruction in listening skills were not effective in improving reading for main ideas and details with fourth-grade pupils but was effective in developing reading for details with sixth-grade students.

---

<sup>1</sup>Thomas G. Devine, "Listening," Review of Educational Research, Vol. 37, No. 8, (April, 1967) p. 154.

The difference between the experimental and control groups was highly significant at the sixth-grade level, marginally significant at the fifth-grade level, but insignificant at the fourth-grade level. It was suggested that fourth grade children need a different type of instruction or different materials for instruction.<sup>1</sup>

Evans summarized four recent studies in this area and concluded that impaired auditory acuity, especially for higher pitched sounds, appears to be somewhat associated with retardation in reading. He feels there is enough evidence to warrant attention to auditory functions in remedial classes but that correlations between skills and achievement do not indicate casual relationships.<sup>2</sup>

It is important to remember that the correlations reported between various auditory skills and reading achievement do not indicate causal relationships. Future research of an experimental rather than correlational nature, however, may demonstrate that training in auditory discrimination or auditory-visual integration leads to improved reading. If so, a causal relationship would then seem likely.<sup>3</sup>

A study involving the acquisition of knowledge by utilization of listening and reading was conducted by Horowitz. The subjects were asked to listen to or read

---

<sup>1</sup>Estroy Reddin, "Listening Instruction, Reading, and Critical Reading," The Reading Teacher, Vol. 21, No. 7, (November, 1969), pp. 634, 638.

<sup>2</sup>James R. Evans, "Auditory and Auditory-Visual Integration Skills as They Relate to Reading," The Reading Teacher, Vol. 22, No. 7, (April, 1969), pp. 625-629.

<sup>3</sup>Ibid., p. 629.

passages from which excerpts were taken and then encode by writing or speaking that which was listened to or read. The results indicated that listening was more prone to distortions, listeners produced fewer omissions of relevant portions, and listeners included more extraneous material than readers. She concluded that listening seems more closely related to speaking, and reading seems more closely allied to writing.<sup>1</sup>

A comparative study was made to determine the relative effectiveness of the Experience Approach with the Traditional Method. The Experience Approach involved the integration of listening, speaking, writing, and reading. Fifty-four first grade teachers in San Diego County participated in this study and children from forty-one elementary schools were the subjects. The relative effectiveness of the two approaches were determined by pre and post-test instruments and instructional procedures were controlled through in-service training sessions both before and during the course of the investigation. Analysis of the results revealed that ten of the sub-tests favored the Traditional Method group, while five favored the Experience Approach group. It was concluded that the two methods of instruction are different in their effectiveness and, while instructional

---

<sup>1</sup>M. W. Horowitz, "Organizational Processes Underlying Differences Between Listening and Reading As A Function of Complexity of Material," The Journal of Communication, Vol. 28, No. 2, (1968), pp. 37-46, cited by Joseph S. Nemeth, The Reading Teacher, Vol. 22, No. 6, March, 1969), p. 571.

attributes of one approach appear to favor certain sub-groups, the attributes of the other approach seem to favor other sub-groups.<sup>1</sup>

During the three years of the CRAFT Project, the staff of Harris explored the use of a variety of audio-visual procedures in beginning reading. He concluded:

Our results indicate that for the teachers who had good training in how to utilize this kind of equipment, large amounts of time spent with such procedures were beneficial to reading skills. However, for teachers who had not been carefully trained in audio-visual teaching, the worse the reading test results.<sup>2</sup>

He cautions districts to provide supervision and training in the use of these materials.

Dykstra examined the relationships between pre-reading measures of auditory discrimination and reading achievement at the end of first grade. He concluded that girls are superior to boys in auditory skills measured, that they are also superior to boys in reading achievement, and that test instruments vary in measuring the same ability, thereby casting doubt as to reliability and validity. He feels that there is a need for more experimental studies and

---

<sup>1</sup>William M. Kendrick and Clayton L. Bennett, "A Comparative Study of Two First-Grade Language Arts Programs," Reading Research Quarterly, Vol. I, No. I, (Fall, 1966), pp. 83-117.

<sup>2</sup>Albert J. Harris, "Key Factors In A Successful Reading Program," Elementary English, XXXVI, No. I, (January, 1969), pp. 69-76.

that there is a need for a factor analysis of auditory discrimination measures.<sup>1</sup>

Blake and Amato recount that listening is one of the oldest of the language arts but from a research standpoint, the youngest. The majority of research has been done during the past few years. They further conclude:

First of all, we need to know more about what we already know. Or, to say this another way, much has been learned about listening that has not been adequately and widely disseminated. . . . As to the next area of needed research, evidence during the past few years has shown that a subject can be better learned if its structure has been determined. Although we have considerable knowledge about listening, our present research does not show us its structure, particularly as it relates to elementary school children.<sup>2</sup>

#### SUMMARY

Comparatively few studies have been conducted in the area of reading comprehension. Although some studies center around listening as a separate activity, there is a definite trend toward bi-modality. The importance of visual and auditory perception to help develop comprehension is being stressed. Experimental studies have given emphasis to listening and reading as a bi-modal approach to this area of learning.

---

<sup>1</sup>Robert Dykstra, "Auditory Discrimination Abilities and Beginning Reading Achievement," Reading Research Quarterly, Vol. 1, No. 3, (Summer, 1966), pp. 5-34.

<sup>2</sup>Howard E. Blake and Anthony J. Amato, "Needed Research in Oral Language, Part I, Listening," Elementary English, Vol. XXXIV, (March, 1967), p. 260.



## **CHAPTER III**

### **EVALUATION OF MATERIAL**

An influx of listening-reading media has come upon the market during the past few years. Some of these materials are multi-media types and others feature a record or tape "play-read along" approach. The idea of a completely new instructional media designed with listening and reading as its prime criteria, characterizes some of these materials. Others are more familiar materials which have been revised and now include provision for an auditory modality as well as the visual. Some can be purchased in single or small quantities while others are a complete laboratory program.

The following criteria were used by the writer in evaluating these materials:

1. Grade level
2. Subject area
3. Utility and possible uses of the materials
4. Type of material and included supplementary material
5. Comprehension skill stressed

In assembling this information into a concise and meaningful compilation, the writer found it helpful to categorize these materials into the following major divisions:

1. Co-basic materials including texts and workbooks.
2. Supplemental material to be used with a basal program.
3. Remedial types featuring high-interest and low-vocabulary literature.
4. Reading enrichment programs including incentive materials, choral-speaking types, listening and reading skills, and problem-solving stories.

5. Reading and listening materials of a literary nature designed for reading and the language arts program.

#### Co-Basal Materials

The first classification, co-basal materials and special characteristics, are listed in Table 1. These materials would provide for a systematic, series-type approach to reading and would be used in conjunction with a basal reader.

Among these publications is the, Invitation to Adventure Series,<sup>1</sup> published by Benefic Press. This features a linguistic-approach and could be used in a remedial reading situation as well due to its high-interest, low vocabulary nature. The reading level ranges from pre-primer through sixth grade, while the interest level ranges up through eighth grade. The stories are true to life and involve multi-ethnic groups. It includes a text, activity workbooks, involvement cards, and records.

Another publication, The Rheem Califone Audio Reader,<sup>2</sup> differs from the format of a reading series as it has complete reading level kits for first grade through sixth grade. It features tape reels with one lesson recorded in both directions to eliminate re-winding. There are story-cards and each lesson contains a vocabulary drill, oral reading drills, and comprehension quizzes. This company

---

<sup>1</sup>Invitation to Adventure Series, Benefic Press, 1970.

<sup>2</sup>The Rheem Califone Audio Reader, Carlton Films, 1969.

Table 1. Characteristics of Co-Basal Multisensory Reading Materials

Publisher or Supplier	Title	Grade Level	Tape or Record	Books	Film- Strip	Other Media	Utility
Benefic Press	Invitation to Adventure Series	2-8	X	X		X	High Interest Low Vocabulary
Carlton Films	Rheem Califone Audio Reader	1-6	X			X	Complete Read- ing Level Kits
	Remedial Reading Program	1-8	X	X		X	Part of Califone Reader Series
Laidlaw Brothers	Stories of Today and Tales of Long Ago	1-3	X	X			Extend Use of Basal
Educational Developmental Laboratories	EDL Systems	1-12	X	X	X	X	Individual Self-Pacing

also has a remedial reading program at grade levels one through eight arranged in kit form by specific reading levels and self contained within the levels specified. It contains tapes, textbooks, workbooks, teacher's manual and placement charts.

A well-known publisher produces Stories of Today and Tales of Long Ago<sup>1</sup> which is called a co-basal reading series although it extends from primer through book three and the inclusion of a workbook is not indicated. A high quality magnetic tape is available to accompany the primary books which is on a standard seven inch reel with a total playing time of one hour.

The sequential development of vocabulary and skills, typical of a basal series, combined with the qualities of individualized reading techniques, characterizes the materials of the Listen-Look-Learn<sup>2</sup> program, commonly called, "EDL Tapes". This is a systems approach to reading with interlocking, interdependent elements relating to the functioning of other parts of the program. It is self-pacing and uses a wide variety of material so that each child can use the learning modality most suitable for his own learning.

#### Supplemental Material

The second classification, supplementary materials

---

<sup>1</sup>Stories of Today and Tales of Long Ago, Laidlaw Brothers, 1969.

<sup>2</sup>Listen-Look-Learn, Educational Developmental Laboratories, 1970, catalogue.

and special characteristics, are listed in Table 2. Materials which would extend and add to a basal program are included in this category.

Audio Reading Progress Laboratory<sup>1</sup> is designed as a developmental reading program for grades one through eight with an audio approach which could be used as a supplement to and/or correlated with basal reading programs. It has four strands or common threads; phonetic and structural word analysis, comprehension, vocabulary, and study skills. Each laboratory includes audio instruction on tapes or cassettes, reading progress books in which children read passages and record their work with the passages and with the audio-diagnostic tests; evaluation tests, and a teacher's guide.

Among the companies which offer supplemental material to be used in conjunction with an established reading program is Benefic Press. Animal Adventure Series<sup>2</sup>, with a grade level ranging from pre-primer through grade two and an interest level ranging from grades one through four, offers enrichment for the gifted or stimulus to a child experiencing difficulty. It's theme would be of interest to most children. There are six books in the series plus a record narrated on two sides. The Butternut Bill Series,<sup>3</sup> covers a similar interest and reading range and also has six books in a series with an

---

<sup>1</sup>Audio Reading Progress, Audio Reading Progress Laboratory, 1969, Catalogue.

<sup>2</sup>Animal Adventure Series, Benefic Press, 1969, Catalogue.

<sup>3</sup>Butternut Bill Series, Benefic Press, 1969, Catalogue

Table 2. Characteristics of Supplemental Multisensory Reading Materials

Publisher or Supplier	Title	Grade Level	Tape or Record	Books	Film- Strip	Other Media	Utility
Audio Reading Progress Laboratory	Audio Reading Progress	Three Levels 1-8	X	X		X	Study Skills Vocabulary Comprehension
Benefic Press	Animal Adven- ture Books	1-4	X	X			High Interest Enrichment Low Vocabulary
Benefic Press	Butternut Bill Series	1-3	X	X			High Interest Low Vocabulary
Benefic Press	Dan Frontier Series	1-4	X	X		X	High Interest Low Vocabulary
D. C. Heath	Reading Cara- van Revised (1968)	1-6	X	X			Motivation and Enrichment

Table 2 - Continued

Publisher or Supplier	Title	Grade Level	Tape or Record	Books	Film-Strip	Other Media	Utility
Doubleday and Company, Inc.	Prime-O-Tec	Kdg.-Primary	X	X		X	Listen and Read Along Total Listening Center
Educational Activities Company	Teaching Reading Through Creative Movement	Primary	X	X		X	Comprehension Movement
Imperial International Learning	Imperial Primary and Intermediate Reading Program	K-3 4-6	X			X	Readiness Study skills Self-pacing
Charles E. Merrill	New Reading Skilltext Series	1-6	X	X			Organizing Ideas Word Analysis

Table 2 - Continued

Publisher or Supplier	Title	Grade Level	Tape or Record	Books	Film- Strip	Other Media	Utility
Reader's Digest	New Reading Skill Builder	Primary Elementary	X	X		X	High Interest Low Vocabulary
Science Research Associates, Inc.	Reading Lab- oratory Service	1-12	X	X		X	Increase Speed Comprehension Word Attack Skills Self-Pacing
Science Research Associates, Inc.	Reading Skill Program	4-6	X	X		X	Self-Pacing Basic Skills



accompanying record. This might have special appeal for boys as does their Dan Frontier Series.<sup>1</sup> Social studies could be used with this and it includes five readers with a companion recording for each title. The reading level range of pre-primer through four, and interest level of pre-primer-two through seven lends it more utility.

The revised edition (1968) of Reading Caravan,<sup>2</sup> a supplementary reading series, features a record for each of the books in that series ranging from primer through grade six. A series designed to motivate and enrich reading experience, develop listening skills and add to the appreciation of literature, also includes teaching suggestions with each record.

Another well known series, the New Reading Skilltext Series<sup>3</sup> by Charles E. Merrill, offers the additional dimension of audio through the medium of tapes. This is a developmental reading skills program used as a part of a regular reading program. It ranges from kindergarten through grade six. A complete pupil's text and special comprehension test are included. The skills developed in this program include recall and reading, understanding ideas, organizing ideas, making judgments, and studying words. This company also publishes a

---

<sup>1</sup>Dan Frontier Series, Benefic Press, 1969, Catalogue.

<sup>2</sup>Reading Caravan, D. C. Heath and Company, 1968

<sup>3</sup>New Reading Skilltext Series, Charles E. Merrill, 1969, Catalogue.

series stressing phonics, New Phonics Skilltext Series,<sup>1</sup> which also includes skiltapes.

The Reading Laboratory Series,<sup>2</sup> referred to as "SRA", is a multilevel structure designed for grades one through twelve. This series includes power builders and listening skill-builders which steer comprehension, recall and a sense of time sequence, at the primary level. Up to this point the student listens as the teacher reads a story to them. The Reading Skills Program,<sup>3</sup> grades four through six, is a series of twenty-four recordings designed to help develop and strengthen children's listening abilities. There is a recorded pre-test and post-test and the recordings are available in three formats; tape cassettes, open-reel tapes, and records.

A listening center approach has been utilized by Doubleday's, Prima-O-Tec,<sup>4</sup> Designed for the kindergarten and primary child, as many as eight children can listen and read along at the same time using headphones connected by means of a standard junction box to either a record player or tape recorder. Three different self-contained units containing seventy-two books, a teacher's manual, nine tapes and nine records with two readings of a story interpretation is included.

---

<sup>1</sup>New Phonics Skilltext Series, Charles E. Merrill, 1970, Catalogue.

<sup>2</sup>The Reading Laboratory Series, Science Research Associates, Inc., 1969.

<sup>3</sup>The Reading Skills Program, Science Research Associates, Inc., 1969.

<sup>4</sup>Prima-O-Tec, Doubleday, 1969, Audio Visual Aids Catalogue.

Imperial Primary Reading Program<sup>1</sup> has a tape-centered supplemental program at both the primary and intermediate grade levels. It is designed for the individual or small group situation. Each lesson consists of a tape, student response book, and story cards at the more advanced grade levels. It is aimed at study skills, word attack skills and comprehension skills.

Listening materials are being developed by Reader's Digest in their New Reading Skill Builder Kits,<sup>2</sup> a series featuring a range of books designed to reinforce and extend basic reading skills. Tapes or records are available for level four, parts one and two.

A multimedia type material with the added dimension of movement is Teaching Through Creative Movement.<sup>3</sup> It utilizes a learning sequence which is defined as audio, movement, and audio-visual. Two records, thirty-two reading books consisting of four sets with eight books in a set, a teacher's manual, and class summary observation sheet, are included. The youngsters first listen to the record for thoughts and feelings expressed in the story. Following this, they engage in movement experiences to help them understand the printed page and actual events.

---

<sup>1</sup>Imperial Primary Reading Program, Imperial International Learning Association, 1969, Catalogue.

<sup>2</sup>New Reading Skill Builder Kits, Reader's Digest Association, Inc., 1970, Catalogue.

<sup>3</sup>Teaching Through Creative Movement, Educational Activities, Inc., 1970, Catalogue.

### Remedial Material

The third classification, remedial materials and special characteristics are listed in Table 3. This material would be designed to help prevent and to correct reading disabilities.

Included in this category are materials stressing books of low vocabulary and high interest which also include the concept of auditory reinforcement. Among these are The Checkered Flag Series<sup>1</sup> by Field Educational Publications, Inc. These eight stories, with a reading level varying from grades two through grade four and an interest level including grades six through twelve, have a special appeal for boys as they deal with a different variety of vehicle presented in a different kind of competitive situation.

Inco, Incorporated, publishes an Eye Opener Series,<sup>2</sup> which includes materials for students in grades six through nine, who are reading below fourth grade level. Three reading units containing ten exercises, an audio filmstrip, a comprehension check sheet and story card, complete with tape or record are included in this series.

In conjunction with Merrill's Mainstream Books<sup>3</sup> the company now includes a program with cassettes. Fine paper-

---

<sup>1</sup>The Checkered Flag Series, Field Educational Publications, Inc., 1970, Catalogue.

<sup>2</sup>Eye Opener Series, Inco Publishers, Inc., 1970, Catalogue.

<sup>3</sup>Merrill's Mainstream Books, Charles E. Merrill, 1970, Catalogue.

Table 3. Characteristics of Remedial Multisensory Reading Materials

Publisher or Supplier	Title	Grade Level	Tape or Record	Books	Film- strip	Other Media	Utility
Field Educational Publications Inc.	The Checkered Flag Series	2-4 6-12	X	X	X	X	Low Vocab- ulary High Interest
Field Educational Publications Inc.	The Time Machine Series	K-3	X	X		X	Low Vocab- ulary High Interest
Inco, Incorporated Spoken Arts	Eye Opener Series-D-5, D-6, D-7	4-9	X		X	X	Low Vocab- ulary High Interest
Lerner, Inc.	Mr. Bumba	K-3	X	X		X	Easy to Read
Charles E. Merrill	Merrill Mainstream Books and Cassettes	4-7	X	X		X	For Reluctant Reader

back anthologies which do not look like textbooks, cover a reading level extending from grades four through grade seven, with an interest range including grades seven through twelve. There are forty-eight sets of student response sheets which are used in conjunction with the tapes. Comprehension skills, vocabulary-building, writing practice, and literature appreciation are included in the series.

The Time Machine Series,<sup>1</sup> by Field Educational Publications, and Mr. Bumba,<sup>2</sup> by Lerner, Inc., appeal to a kindergarten through third grade student. Both are easy to read and are of a multi-media type which include books, records, and an additional visual aid.

#### Enrichment Materials

The fourth classification, reading enrichment materials, are listed in Table 4. Media aimed at providing an incentive to read and designed to interest the reader by providing a change of pace, are included in this category.

Various reading enrichment programs are available to further expand the reading program. Many companies are publishing reading incentive-type programs or those designed for enlarging on the child's background of experience. Two companies producing such multi-media materials are Filmstrip

---

<sup>1</sup>The Time Machine Series, Field Education Publications, 1970, Catalogue.

<sup>2</sup>Mr. Bumba, Lerner, Inc., 1969, Catalogue.

Table 4. Characteristics of Enrichment Multisensory Reading Materials

Publisher or Supplier	Title	Grade Level	Tape or Record	Book	Film- Strip	Other Media	Utility
Bowmar Reading Incentive Programs	Early Childhood Series	Primary	X	X		X	Reading Incentive Program
Bowmar Reading Incentive Program	Multi-media Reading Kits	3-12	X	X	X		High Interest Low Vocabulary
Coronet Films	Reading for Beginners Series	Primary			X	X	Reading Incentive Program
Disney Films Inc.	Reading Readiness Communica- tions	Primary	X	X	X		Reading Incentive Programs Skills kit
Education Activities Company	Teaching Children Values Through Unfinished Stories	K-3 4-7	X		X		Cause and Effect Inference

Table 4 - Continued

Publisher or Supplier	Title	Grade Level	Tape or Record	Books	Film- Strip	Other Media	Utility
Filmstrip House	Headstart In Reading	K-2	X		X		Reading Incentive
Lerner Books	Choral Speaking for Primary Grades	Primary	X	X			Reading Incentive
Lerner Books	Medical Books for Children	2-9	X	X	X	X	Reading In- centive Science Series
New Dimensions In Education	Dimensions 99	3-6	X		X	X	Multi-media Science Based Approach to Reading
New Dimensions In Education	Breaking the Code	K-3	X	X	X	X	Decoding and Spelling Through Sound Clues



Table 4 - Continued

Publisher or Supplier	Title	Grade Level	Tape or Record	Books	Film- Strip	Other Media	Utility
Scholastic Magazines	Scholastic Magazines	1-6	X			X	Planned Sequence of Classroom Periodicals
Scholastic Magazines	Scholastic Record and Book Companion Series	1-3	X	X			Beginning Reading Listening & Reading Skills
Scott Foresman	Scott Foresman Talking Story- book Boxes	1-3	X	X			Collection of Story- books - Recordings

House and Bowmar. The latter has two different series; an Early Childhood Series<sup>1</sup> and a series aimed at third grade reading levels but with an elementary through high school interest level. The former, Headstart in Reading,<sup>2</sup> geared for kindergarten through second grade children, stresses phonics and comprehension. They include stripfilms, records, and student participation materials.

Coronet Films has a Reading for Beginner's Series,<sup>3</sup> employing sound motion pictures and color filmstrips. The use of context clues is stressed.

Scott-Foresman publishes a collection of storybooks each with its own recording to further stimulate and encourage youngsters in first through second grade. Entitled, Talking Storybook Boxes,<sup>4</sup> the product stresses correspondence between the spoken and written word. Aimed at the same grade level, Disney has come out with the Reading Readiness/Communications Skills Kit,<sup>5</sup> which also features sight, sound and print. It includes storybooks, records and filmstrips.

<sup>1</sup>Early Childhood Series, Bowmar Filmstrip House, 1969, Catalogue.

<sup>2</sup>Headstart in Reading, Filmstrip House, 1969, Catalogue.

<sup>3</sup>Reading For Beginner's Series, Coronet Films, 1969, Catalogue.

<sup>4</sup>Talking Storybook Boxes, Scott-Foresman and Co., Inc., 1970, Catalogue.

<sup>5</sup>Reading Readiness/Communications Skills Kit, Disney Films, Inc., 1970, Catalogue.

Scholastic Magazines offer a planned sequence of classroom periodicals for grades one through six coordinated with multi-media teaching aids. Wall charts, transparency master, and enrichment records are offered for use with the records. They also have the Scholastic Record and Book Companion Series,<sup>1</sup> which is for readers at a first through beginning third grade level. It stresses listening and reading skills through the utilization of recordings and their own paperback books.

A choral speaking type of enrichment program is being offered by Lerner, at both the primary and intermediate levels. Each unit has a book containing over 150 poems, and a record or tape set.<sup>2</sup>

Open-end or unfinished stories are now being offered through a media other than the textbook. A series entitled Teaching Children Values Through Unfinished Stories,<sup>3</sup> features this problem solving technique. Included in the series are stories designed to teach values, safety, manners, and behavior. A cause and effect type comprehension skill is stressed. Albums may be selected with a record or as a tape set.

Enrichment-type reading materials are being marketed with a science connotation. Lerner Books have a series

---

<sup>1</sup>Scholastic Record and Book Companion Series, Scholastic Supplementary Learning Materials for Elementary Schools K-8, 1969. Catalogue.

<sup>2</sup>Choral Speaking for Primary Grades, Lerner Books, Inc., 1969, Catalogue.

<sup>3</sup>Teaching Children Values Through Unfinished Stories, Education Activities Co., Inc., 1969, Catalogue.

entitled, Medical Books for Children,<sup>1</sup> at a primary level. It is multi-media in character as is another science based approach to reading entitled Dimension 99.<sup>2</sup> A supplementary program of large proportions, it features learner logs, story cards, wall murals, a puppet show, four records, and ten stories. A listen and read album contains eight additional stories to be used for remediation purposes. This also includes three filmstrips, project cards and a machine for programmed learning. This company offers a companion series called Breaking the Code,<sup>3</sup> which is phonetically oriented.

#### Literary Material

The fifth classification, materials of a literary nature and special characteristics, are listed in Table 5. This would include well known literature and stories characterized by literary merit which could be used to embrace the entire language arts program.

One of these is, Classic Fairy Tales,<sup>4</sup> offered by Encyclopedia Britannica Corporation. A sound filmstrip series which includes ten color filmstrips, ten records

---

<sup>1</sup>Medical Books For Children, Lerner Books, Inc. 1969, Catalogue.

<sup>2</sup>Dimension 99, New Dimensions in Education, 1969, Catalogue.

<sup>3</sup>Breaking The Code, New Dimensions in Education, 1969, Catalogue.

<sup>4</sup>Classic Fairy Tales, Encyclopedia Britannica Corporation, 1969, Catalogue.

Table 3. Characteristics of Literary Multisensory Reading Materials

Publisher or Supplier	Title	Grade Level	Tape or Record	Books	Film-Strip	Other Media	Utility
Associated Educational Materials	Our Children's Heritage	K-5	X	X	X		Stories Grouped In Series of 6
Bailey Film Associates	Literature for Listening and Reading	1-6	X	X		X	Literature Well Known
Cooper Films and Records, Inc.	Children's Heritage Library	K-3	X	X			Paperbacks Traditional Stories
Educational Reading Service Inc.	Favorite Stories To Read and Hear	K-4	X	X	X		Good Literature
Encyclopedia Britannica	Classic Fairy Tales Fairy Tale Magic Stories	Primary Primary	X X	X X	X X	X X	Integrated with Classroom Reader Series

Table 5 - Continued

Publisher or Supplier	Title	Grade Level	Tape or Record	Books	Film- Strip	Other Media	Utility
Harper & Row	The Creative Reading Program	K-3	X	X	X		Four Levels Well Known Authors
Inco Spoken Arts	Recorded Treasures for The Young	3-8	X	X			Audio-Book
Learning Arts	Golden Story Teller Series	Primary	X	X			Good Literature
Lymburn Institute	The L. I. Reading Kit	K-6	X	X		X	Silent and Oral Types Imaginative
Troll Associates	Reading and Listening Adventures	K-4	X	X			Good Literature

Table 5 - Continued

Publisher or Supplier	Title	Grade Level	Tape or Record	Books	Film- Strip	Other Media	Utility
Troll Associates	A Treasury Of Class- room Poetry	K-6	X	X			Anthology Of Poetry

with synchronized narration in a master field kit, it is integrated with their, Classroom Reader Series.<sup>1</sup> This series contains ten storybook readers of six copies each, thirty-five work-book type notebooks, and a teacher's guide. This company also produces, Fairy Tale Magic Stories,<sup>2</sup> which is similar in feeling. The accompanying classroom reading series is presently being prepared and will complete the integrated unit.

Favorite Stories to Read and Hear,<sup>3</sup> is similar in its multi-media format. Designed for kindergarten through fourth grade, the complete unit contains eighteen books, thirty-eight records, four sound and six captioned filmstrips. It can be ordered as a complete unit, or ordered by five separate reading levels.

Our Children's Heritage,<sup>4</sup> is based on a series ranging from kindergarten through fifth grade. It is designed to be used with, Read as You Listen,<sup>5</sup> and contains forty-eight stories, grouped in series of six filmstrips, records, and a teacher's guide. A new program

<sup>1</sup>Classroom Reading Series, Encyclopedia Britannica, 1969, Catalogue.

<sup>2</sup>Fairy Tale Stories, Encyclopedia Britannica, 1969, Catalogue.

<sup>3</sup>Favorite Stories to Read and Hear, Educational Reading Service, Inc., 1969, Catalogue.

<sup>4</sup>Our Children's Heritage, Associated Educational Materials, 1969, Catalogue.

<sup>5</sup>Read as You Listen, Associated Educational Materials, 1969, Catalogue.



created to stimulate interest in reading and to familiarize children with a variety of books and stories, is being published by Harper and Row. Entitled, The Creative Reading Program,<sup>1</sup> it is written on four grade levels, embracing kindergarten through grade four. Each level contains a total of forty-eight books, eight copies of six different books, by well known authors of children's books. Six full color filmstrips with two records of commentary are included.

Included in the anthology type of reading is, Reading and Listening Adventures,<sup>2</sup> with an interest range of kindergarten through fourth grade. The stories are all time favorites. Another publication by the same company, A Treasury of Classroom Poetry,<sup>3</sup> includes the works of famous authors. Both series use cassette tapes. Other literature packages planned for use in the classroom, library and listening centers with well known books and matching story records or tapes are, The Golden Story Teller Series<sup>4</sup> and Literature for Listening and Reading.<sup>5</sup>

---

<sup>1</sup>The Creative Reading Program, Harper and Row, Catalogue.

<sup>2</sup>Reading and Listening Adventures, Troll Associates, 1970, Catalogue.

<sup>3</sup>A Treasury of Classroom Poetry, Troll Associates, 1970, Catalogue.

<sup>4</sup>The Golden Story Teller Series, Learning Arts, Inc., 1970, Catalogue.

<sup>5</sup>Literature for Listening and Reading, Bailey Film Association, 1969-70. Catalogue.

A reading or language arts enrichment medium with a different approach is the L I Reading Kit,<sup>1</sup> by Lymburn Institute. It features background music and effects on a record which go along with a script to be read by children. All kits include a record book, and a teacher's guide and script. The emphasis is upon listening skills coupled with reading and oral communication. It is designed for grade levels kindergarten through grade six.

### Summary

There are many types of reading materials available today but they all share a common purpose. That purpose, is to use an avenue of communication best suited to the child's learning needs and abilities. Acknowledgement is made that children do not all learn the same way and that they do not all learn best through the same modality. Hence, materials featuring a multi-media arrangement with provision for multi-sensory ways of learning, are becoming important.

There is increased emphasis upon the use of tapes and records to facilitate learning through an auditory mode. This is integrated with filmstrips, books, and other types of printed material to provide for a visual approach to learning. Some of these materials are of a short term design finding their greatest utility within a given grade according to the goals of the teacher.

---

<sup>1</sup>L I Reading Kit, Carlton Films, 1969-1970, Catalogue.

Others, are all over general systems extending to various grade levels and insuring sequential growth and development. But the end product of all is to better meet the needs of the individual child.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### Procedure

This study was undertaken to determine the present state of knowledge governing the interrelationships between listening and reading comprehension and to determine whether the commercial materials presently available for grades two through four reflect these findings. In order to accomplish this purpose a review of the professional literature of the last decade was made by the writer and a compilation was made of commercial materials featuring a bi-modal or multi-sensory approach.

#### Findings of the Study

Numerous studies have been conducted in the area of listening and reading during the past ten year period. While some of the findings suggested that a bi-modal presentation would greater facilitate the process of reading, others reflected less enthusiasm and in some cases doubt as to the added value of this procedure. Some of the resulting deficiencies suggest a need for: (1) a factor analysis of auditory discrimination measures and a determination of its structure, (2) adequate and better

dissemination of what we already know, (3) supervision and training in the utilization of audio-visual equipment.

Little research has been done in the area of comprehension and it has been assessed as a neglected area of reading. Models of the comprehension process based on learning theory and structural elements of language have received attention.

An increasing amount of multisensory materials in reading are now being published. Some of these materials are of a laboratory type complete in themselves, while others find utility as an aid or enrichment to a program of a more traditional nature. These instructional aids may include other areas of the curriculum. Tapes, records, filmstrips, pictures, manipulative materials, assorted machines, art materials, progress records, and a wide range of reading materials are being utilized by publishing companies.

### Conclusions and Implications

Much attention has been focused upon the needs of the individual child and the subsequent problem of how he learns best. Based upon the premise that there is a difference between hearing and listening, great activity has centered upon that theme with a resulting surge of curiosity and research exploring the nature and relationship of listening and reading. As comprehension is more

difficult to define, its complex nature has resisted the probing of investigators. Unresolved problems remain in both areas and these issues should encourage further research and study.

Favorable experimental results and spiralling enthusiasm in the area of listening and reading, have prompted and encouraged companies to design and publish materials in accord with this philosophy. As more materials are made available, there will be a greater need for knowledge in the use of audio-visual equipment, discrimination in the selection of materials, and diagnostic ability in identifying the needs of the child.

## **BIBLIOGRAPHY**

## Books

- Bigge, Morris L., and Hunt, Maurice P. Psychological Foundations of Education. New York: Harper and Row, 1962.
- Burton, William H. Reading in Child Development. New York: The Bobbs-Merrill Company, Inc., 1956.
- Duker, Sam. Listening Bibliography. New York: Scarecrow Press, 1964.
- Durr, William K. Reading Instruction Dimensions and Issues. Boston: Houghton and Mifflin Company, 1967.
- Harris, Albert J. How To Increase Reading Ability. New York: Longmans, Green and Company, 1961.
- Heilman, Arthur W. Principles and Practices of Teaching Reading. Columbus: Charles E. Merrill Books, Inc., 1961.
- Herrick, Virgil E. and Jacobs, Leland B. Children and The Language Arts. Englewood Cliffs: Prentice-Hall, 1955.
- Hildreth, Gertrude, Teaching Reading. New York: Holt Rinehart and Winston, 1958.
- Mazurkiewicz, Albert J. New Perspectives in Reading Instructions. New York: Pitman Publishing Company, 1964.
- Monroe, Marion. Growing Into Reading. Chicago: Scott Foresman and Company, 1951.
- Morrison, Ida E. and Perry, Ida F. Kindergarten-Primary Education Teaching Procedures. New York: The Ronald Press Company, 1961.
- Peterson, Dorothy. Teaching and Learning in the Elementary School. New York: Appleton-Century-Croft, 1961.
- Russell, David H. Children Learn to Read. New York: Ginn and Company, 1961.
- Smith, Henry P. and Dechant, Emerald V. Psychology in Teaching Reading. Englewood Cliffs: Prentice-Hall, Inc., 1961.
- Smith, Nila Banton. Reading Instruction for Today's Children. Englewood Cliffs: Prentice-Hall, 1963.



## Books - Continued

- Spache, George D. Reading Disability and Perception. Newark: International Reading Association, Inc., 1969.
- Spache, George D. Toward Better Reading. Champaign: Garrard Publishing Company, 1963.
- Stern, Catherine and Gould, Toni. Children Discover Reading. Syracuse: Random House/L. W. Singer Company, 1965.
- Strickland, Ruth G. English Is Our Language. (Guide For Teaching Grade I and II). Boston: D. C. Heath and Company, 1950.
- Tinker, Miles A. Basics for Effective Reading. Minneapolis: University of Minnesota Press, 1965.
- Tinker, Miles A. and McCullough, Constance M. Teaching Elementary Reading. New York: Appleton-Century-Croft, Inc., 1952, 1962.
- Vilscek, Elaine C. A Decade of Innovations: Approaches to Beginning Reading. Newark: International Reading Association, Inc., 1968.

## Articles and Periodicals

- Balmuth, Miriam. "Visual and Auditory Modalities: How Important Are They." Current Issues in Reading, ed. Smith, Nila Banton, International Reading Association Conference Proceedings, Vol. XIII. (Newark: International Reading Association, Inc., 1969), 165-176.
- Blake, Howard G., and Amato, Anthony J. "Needed Research in Oral Language. Part II: Listening," Elementary English, Vol. XXXIV, No. 3 (March, 1967), 259-60.
- Blank, Marion. "Cognitive Processes in Auditory Discrimination in Normal and Retarded Readers," Child Development, Vol. 39 (December, 1968), 1091-1101.
- Bond, Guy L., and Dykstra, Robert. "The Cooperative Research Program in First Grade Reading Instruction" Reading Research Quarterly (Summer, 1967), Vol. 2 No. 4, 1-142.

## Articles and Periodicals - Continued

- Burks, Ann T. and Guilford, Polly D. "Wakulla County Oral Language Project," Elementary English, Vol. XXXVI, No. 5 (May, 1969), 606-11.
- Clymer, Theodore, "New Ventures in the Teaching of Reading," National Elementary Principal, Vol. 43, No. 4 26-30.
- Cole, Sister Mary Ethel. "The Effect of Intensive Instruction in Listening Comprehension with Different Intelligence Groups in Grade One," Master's Thesis, Milwaukee, Wisconsin: Cardinal Stritch College, 1961.
- Devine, Thomas G. "Listening," Review of Educational Research, Vol. 37, No. 8 (April, 1967), 152-59.
- Dolan, Sister Mary Edward. "Effects of a Modified Linguistic Word Recognition Program on Fourth Grade Achievement in Reading," Reading Research Quarterly, Vol. 1, No. 4 (Summer, 1966), 37-67.
- Durrell, Donald D. "Listening Comprehension Relationships Versus Reading Comprehension," Journal of Reading, Vol. 12, No. 6 (March, 1969), 455-60.
- Dykstra, Robert. "Auditory Discrimination Abilities and Beginning Reading Achievement," Reading Quarterly, Vol. 1, No. 3 (Summer, 1966), 5-34.
- Evans, James R. "Auditory and Auditory-Visual Integration Skills as They Relate to Reading," The Reading Teacher, Vol. 22, No. 7 (April, 1969), 625-29.
- Faucett, Annabel E. "Training in Listening," Elementary English, Vol. XXXI, No. 5 (May, 1964), 473-76.
- Groff, Patrick, "Research Critiques," Elementary English, Vol. XXXIV No. 2 (April, 1967), 405-10.
- Harris, Albert J. "Key Factors in A Successful Reading Program," Elementary English, Vol. XXXVI, No. 1 (January, 1969), 69-76.
- Henderson, Edmund H. "Do We Apply What We Know About Comprehension." Current Issues in Reading, ed. Smith, Nila Banton, International Reading Association Conference Proceedings, Vol. XIII. (Newark: International Reading Association Conference Proceedings, Inc. 1969), 103-106.

## Articles and Periodicals - Continued

- Holmes, Jack A. "The Substrata - Factor Theory of Reading: Some Experimental Evidence." New Frontiers in Reading, ed. Figurel, Allen J., International Reading Association Conference Proceedings, Vol. V. (New York: Scholastic Magazines, 1960), 115-121.
- Hollingsworth, Paul M. "Can Training in Listening Improve Reading," Reading Teacher, Vol. 18, No. 3 (November, 1964), 121-23.
- Horowitz, M. W. "Organizational Processes Underlying Differences Between Listening and Reading as a Functioning of Complexity of Material," The Journal of Communication, Vol. 18, No. 2 (1968) 37-46.
- Horrworth, Gloria L. "Listening: A Facet of Oral Learning," Elementary English, Vol. XXXIII, No. 8 (December, 1966), 856-64.
- Kendrick, William M. and Bennett, Clayton L. "A Comparative Study of Two First-Grade Language Arts Programs," Reading Research Quarterly, Vol. 11, No. 1 (Fall, 1966), 83-117.
- Landry, Donald L. "The Neglect of Listening," Elementary English, Vol. XXXVI, No. 5 (May, 1969), 599-605.
- Lundsteen, Sara W. "Teaching and Testing Critical Listening in the Fifth and Sixth Grades," Elementary English, Vol. XXXI, No. 7 (November, 1964), 743-747.
- McCormack, Sister Mary Eulouques. "An Experimental Study of the Effect of a Concentrated Program of Listening Comprehension Skills on Reading Comprehension of First Grade Pupils in Selected Schools in Massachusetts," Master's Thesis; Milwaukee, (1962), Cardinal Stritch College.
- Nemeth, Joseph S. "In Other Magazines," The Reading Teacher, Vol. 22, No. 6 (April, 1964), 571-82.
- Orr, David B. "Retention in Educable Mentally Retarded Children of Material Presented by Simultaneous Reading and Listening." Forging Ahead In Reading, ed. Figurel, Allen J. International Reading Association Conference Proceedings, Vol. 12, Part I. (Newark: International Reading Association, Inc., 1968) 447-452.

## Articles and Periodicals - Continued

- Petty, Walter T., and Burns, Paul C. "A Summary of Investigations Related to the English Language Arts in Elementary Education: 1964," Elementary English, Vol. XXXXII, No. 4 (April, 1965), 411-30.
- Reddin, Estoy, "Informal Listening Instruction and Reading Improvement," The Reading Teacher, Vol. 22, No. 8 (February, 1964), 742-45.
- Reddin, Estoy, "Listening Instruction, Reading and Critical Reading," The Reading Teacher, Vol. 21, No. 7 (November, 1969), 654-85.
- Tinker, Miles. "Pro-Challenger." Current Issues in Reading, ed. Smith, Nila Banton, International Reading Association Conference Proceedings, Vol. XIII. (Newark: International Reading Association, Inc., 1969), 178-182.
- Wardberg, Helen L. "Con-Challenger." Current Issues in Reading, ed. Smith, Nila Banton, International Reading Association Conference Proceedings, Vol. XIII. (Newark: International Reading Association, Inc., 1969), 103-106.

**APPENDIX**

DEERWOOD SCHOOL  
8710 North Deerwood Drive  
Brown Deer, Wisconsin 53209  
354-4180 - Ext. 65

Gentlemen:

A survey of materials which could be used to teach and reinforce listening skills is being undertaken by a teacher in the Brown Deer school system. Special concentration is being centered around materials suited to children in third grade. The materials will be computed as to type, utility, and publisher. The list could be made available not only to students at Cardinal Stritch College and the teachers in the School District of Brown Deer, but also to teachers in general.

This study, being done as a research paper leading to a Master of Arts degree, has special usefulness to all teachers. With the increasing emphasis on listening as a means of communication in life, there is a need for greater stress in this aspect of the language arts curriculum and in the school curriculum. Therefore, this should be of service to all teachers and, also, to you as materials become known to teachers.

We would greatly appreciate receiving copies of any materials you may publish which would be related directly or indirectly to the development of listening ability at this level. Since third grade children vary in ability, it would be possible to utilize material of second to fourth grade level.

Thank you for your cooperation. We will be glad to send you a compilation when completed if you desire this.

Sincerely,

Kenneth Delap, Principal

mr